

# Primary Music Curriculum

## Skills Progression Framework

Revised June 2021

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## Skills Progression Framework

The aim of this document is to provide a framework for the progression of musical skills for primary pupils from Year 1 to Year 6 in order to develop increasingly high standards of musical knowledge, understanding and skill. It is intended for use by specialist Curriculum Music Teachers from Bolton Music Service and also Primary Music Coordinators and non-specialist teachers responsible for leading and delivering the Primary Music Curriculum in schools.

There is a separate skills framework for Reception which is linked to Musical Development Matters.

The plan for each year group focuses on a set of skills to be developed over the year. The skills have been divided into four key areas:

- **Singing** – Singing should be at the heart of the music curriculum and children should have regular opportunities to sing together in large and small groups and individually e.g. within the class music lesson, in assembly, at transition times etc.
- **Listening** – Listening to music is fundamental to musical understanding and helps pupils understand how music is constructed and the impact it can have on the listener. Pupils should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children’s composing and performing.
- **Composing** - Pupils should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow pupils to use and develop the musicianship skills they have been taught and encourage collaborative work.
- **Musicianship & Performing** - Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and pupils should have regular opportunities to perform musically (both *formally* e.g. a class performance for parents and *informally* e.g. for their peers within a lesson.) Pupils should be taught the fundamental musical techniques of controlling **pulse/beat, rhythm and pitch**. As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.

These key areas should not be taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing. Pupils should be ‘doing music’ as much as possible.

The activities chosen to develop these skills will depend on the children’s previous knowledge and experience and what is relevant to them. Some schools use cross-curricular learning (or ‘creative curriculum’) and music can be used as a vehicle to support learning in other areas. Many primary school children will also experience whole class ensemble tuition (also known as First Access or Wider Opportunities). Therefore, even though each school’s curriculum will look different, it is our

aim in supporting schools to secure a consistent and progressive development of skills underpinning a diverse range of musical activities and opportunities. As a result, it will be possible to identify and build on the musical progress which pupils make over time.

**Resources:**

Pupils should have access to:

- Both rhythmic (untuned) and melodic (tuned) instruments in both Key Stages 1 and 2.
- A broad range of songs
- A broad range of listening repertoire

The Model Music Curriculum (DfE, March 2021) provides many examples of suggested repertoire choices and in the appendices there are suggested approaches to demonstrate the way in which musical listening, performance and composition can be linked to enable pupils to consolidate their learning.

This document was revised June 2021 to reflect the guidance provided by the Model Music Curriculum (DfE, March 2021).

<b>YEAR 1 SKILLS PROGRESSION</b>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch.</li> <li>• Sing so-mi songs and singing games with accurate pitch matching.</li> <li>• Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• Explore using the voice expressively and creatively.</li> <li>• Begin to use the 'thinking' voice.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to a range of recorded and live music express own opinion about the music.</li> <li>• Recognise and respond to changes in dynamics, tempo and timbre.</li> <li>• Name some common hand-held percussion instruments and recognise their sounds aurally.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling.</li> <li>• Explore and understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Begin to create rhythms using words and phrases as a starting point.</li> <li>• Recognise how graphic notation can represent created sounds and explore and invent own symbols.</li> <li>• Use music technology (where available) to capture, change and combine sounds.</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Copy short rhythm patterns led by the teacher using body percussion and instruments.</li> <li>• Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Respond physically to high and low sounds.</li> <li>• Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.)</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Follow graphic notations and symbols when playing and performing.</li> </ul>

<b>YEAR 2 SKILLS PROGRESSION</b>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape.</li> <li>• Sing la-so-mi songs and singing games with accurate pitch matching.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing.</li> <li>• Explore using the voice expressively and creatively.</li> <li>• Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head.</li> <li>• Sing short phrases independently within a singing game or short song.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen with greater concentration to a range of recorded and live music and express own opinion about the music.</li> <li>• Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.</li> <li>• Name an increasing number of hand-held percussion instruments and recognise their sounds.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.</li> <li>• Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions.</li> <li>• Create rhythms using words and phrases as a starting point.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions.</li> <li>• Use music technology (where available) to capture, change and combine sounds.</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.)</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Begin to identify the difference between pulse and rhythm.</li> <li>• Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument.</li> <li>• Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging).</li> <li>• Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Respond to and identify high and low sounds independently when listening to a piece of music.</li> <li>• Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.</li> </ul>

<b>YEAR 3 SKILLS PROGRESSION</b>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression.</li> <li>• Perform actions and body percussion confidently and in time to a range of action songs</li> <li>• Experience singing canons, simple rounds and other partner songs.</li> <li>• Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>• Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</li> <li>• Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Improvise (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate).</li> <li>• Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.</li> <li>• Structure musical ideas to create music that has a beginning, middle and end.</li> <li>• Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests.</li> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>• Explore and develop using Music Technology (where available) to capture, change and combine sounds.</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>• Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.)</li> <li>• Understand the difference between pulse and rhythm.</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>• Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.)</li> <li>• Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi).</li> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi).</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for crotchets, quavers and crotchet rests.</li> <li>• Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.</li> <li>• Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Rehearse and perform with others, beginning to show an awareness of the audience.</li> </ul>

<b>YEAR 4 SKILLS PROGRESSION</b>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</li> <li>• Sing canons, rounds and other partner songs with increased control.</li> <li>• Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f &lt; &gt; crescendo, decrescendo, accelerando, rallentando, staccato, legato)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>• Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</li> <li>• Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> <li>• When listening to music, recognise the difference between major and minor.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Become more skilled in improvising on a given note range (using voice and instruments).</li> <li>• Use improvisations within more structured composition work</li> <li>• Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.</li> <li>• Structure musical ideas to create music that has a beginning, middle and end.</li> <li>• Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</li> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.</li> <li>• Explore and develop using Music Technology ( available) to capture, change and combine sounds.</li> <li>• Make improvements to own work, giving reasons for changes made.</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>• Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.)</li> <li>• Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play and perform simple melodies using a small range of notes, following staff notation.</li> <li>• Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.</li> <li>• Copy short melodic phrases using a small number of notes, recognising pitch changes by ear</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for minims, crotchets, quavers and crotchet rests.</li> <li>• Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.</li> <li>• Read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> </ul>



<b>YEAR 5 SKILLS PROGRESSION</b>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</li> <li>• Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together.</li> <li>• Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando, rallentando, staccato, legato)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> <li>• Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.</li> <li>• Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.</li> <li>• Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.</li> <li>• Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc)</li> <li>• Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</li> <li>• Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse and Rhythm</b></p> <ul style="list-style-type: none"> <li>• Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</li> <li>• Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</li> <li>• Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C–G/do–so).</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> </ul>



<b>YEAR 6 SKILLS PROGRESSION</b>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</li> <li>• Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.</li> <li>• Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando, rallentando, staccato, legato).</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. Compare different pieces of music using appropriate musical vocabulary.</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> <li>• Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats.</li> <li>• Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g. keyboards, explore major and minor in different keys.</li> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments.</li> <li>• Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</li> <li>• Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse and Rhythm</b></p> <ul style="list-style-type: none"> <li>• Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</li> <li>• Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software.</li> <li>• Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.</li> <li>• Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes.</li> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>• Read and play from notation a four-bar phrase.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul>

## SKILLS PROGRESSION - SINGING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch.</li> <li>• Sing so-mi songs and singing games with accurate pitch matching.</li> </ul> <p>Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <ul style="list-style-type: none"> <li>• Explore using the voice expressively and creatively.</li> <li>• Begin to use the 'thinking' voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape.</li> <li>• Sing la-so-mi songs and singing games with accurate pitch matching.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing.</li> <li>• Explore using the voice expressively and creatively.</li> <li>• Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head.</li> <li>• Sing short phrases independently within a singing game or short song.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression.</li> <li>• Perform actions and body percussion confidently and in time to a range of action songs</li> <li>• Experience singing canons, simple rounds and other partner songs.</li> <li>• Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</li> <li>• Sing canons, rounds and other partner songs with increased control.</li> <li>• Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f &lt; &gt; crescendo, decrescendo, accelerando, rallentando, staccato, legato)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</li> <li>• Sing three-part rounds, partner songs, and songs with different structures.</li> <li>• Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando, rallentando, staccato, legato)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</li> <li>• Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.</li> <li>• Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando, rallentando, staccato, legato).</li> </ul>

## SKILLS PROGRESSION - LISTENING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Listen to a range of recorded and live music express own opinion about the music.</li> <li>• Recognise and respond to changes in dynamics, tempo and timbre.</li> <li>• Name some common hand-held percussion instruments and recognise their sounds aurally.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with greater concentration to a range of recorded and live music and express own opinion about the music.</li> <li>• Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.</li> <li>• Name an increasing number of hand-held percussion instruments and recognise their sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>• Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</li> <li>• Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.</li> <li>• Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</li> <li>• Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li> <li>• When listening to music, recognise the difference between major and minor.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> <li>• Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.</li> <li>• Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> <li>• Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.</li> <li>• Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.</li> </ul>

## SKILLS PROGRESSION - COMPOSING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling.</li> <li>• Explore and understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Begin to create rhythms using words and phrases as a starting point.</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions.</li> <li>• Create rhythms using words and phrases as a starting point.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions.</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Improvise (using voices and instruments), inventing short 'on-the-spot' responses using a given note-range.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.</li> <li>• Structure musical ideas to create music that has a beginning, middle and end.</li> <li>• Begin to compose simple rhythmic patterns and song accompaniments on</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Become more skilled in improvising on a given note range (using voice and instruments)</li> <li>• Use improvisations within more structured composition work</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.</li> <li>• Structure musical ideas to create music that has a beginning, middle and end.</li> <li>• Compose rhythmic patterns using crotchets, paired quavers, minims and</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g.</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise how graphic notation can represent created sounds and explore and invent own symbols.</li> <li>• Use music technology (where available) to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Use music technology (where available) to capture, change and combine sounds.</li> </ul>	<p>untuned percussion using crotchets, paired quavers, minims and crotchet rests.</p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>• Explore and develop using Music Technology (where available) to capture, change and combine sounds.</li> </ul>	<p>crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.</li> <li>• Explore and develop using Music Technology (where available) to capture, change and combine sounds.</li> <li>• Make improvements to own work, giving reasons for changes made.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc)</li> <li>• Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</li> <li>• Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul>	<p>keyboards, explore major and minor in different keys.</p> <ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments.</li> <li>• Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</li> <li>• Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul>
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## SKILLS PROGRESSION – MUSICIANSHIP & PERFORMING

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<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Copy short rhythm patterns led by the teacher using body percussion and instruments.</li> <li>Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat.</li> </ul>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.)</li> <li>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Begin to identify the difference between pulse and rhythm.</li> <li>Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument.</li> <li>Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use</li> </ul>	<p><b>Pulse &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.)</li> <li>Understand the difference between pulse and rhythm.</li> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.)</li> <li>Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.</li> </ul>	<p><b>Pulse &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride .)</li> <li>Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.</li> </ul>	<p><b>Pulse and Rhythm</b></p> <ul style="list-style-type: none"> <li>Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</li> </ul>	<p><b>Pulse and Rhythm</b></p> <ul style="list-style-type: none"> <li>Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</li> </ul>

<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Respond physically to high and low sounds.</li> <li>• Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.)</li> </ul>	<p>rhythm names (walk/jogging).</p> <ul style="list-style-type: none"> <li>• Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Respond to and identify high and low sounds independently when listening to a piece of music.</li> <li>• Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi).</li> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi).</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play and perform simple melodies using a small range of notes, following staff notation.</li> <li>• Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.</li> <li>• Copy short melodic phrases using a small number of notes, recognising pitch changes by ear</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</li> <li>• Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</li> <li>• Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software.</li> <li>• Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>
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<p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Follow graphic notations and symbols when playing and performing.</li> </ul>	<p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.</li> </ul>	<p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for crotchets, quavers and crotchet rests.</li> <li>• Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.</li> <li>• Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Rehearse and perform with others, beginning to show an awareness of the audience.</li> </ul>	<p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for minims, crotchets, quavers and crotchet rests.</li> <li>• Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.</li> <li>• Read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> </ul>	<p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</li> <li>• Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C–G/do–so).</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> </ul>	<p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.</li> <li>• Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms and notes.</li> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>• Read and play from notation a four-bar phrase.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul>
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